

Sunset Park Elementary

1036 Ogden Road
Rock Hill, South Carolina 29730

| | | |
|-----------------------|-----------------------|--------------|
| Grades | K-5 Elementary School | |
| Enrollment | 308 Students | |
| Principal | David Rawlinson | 803-981-1260 |
| Superintendent | Dr. Randy Bridges | 803-981-1000 |
| Board Chair | Bob Norwood | 803-981-1000 |

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 1 | 47 | 44 | 4 | 0 |

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2002 | Below Average | Unsatisfactory | N/A |
| 2003 | Average | Average | No |
| 2004 | Average | Below Average | Yes |
| 2005 | Below Average | Unsatisfactory | No |

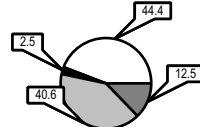
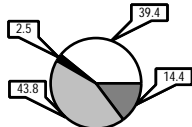
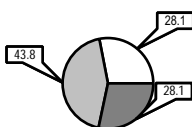
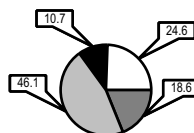
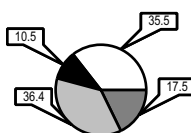
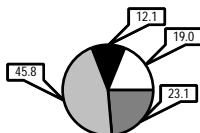
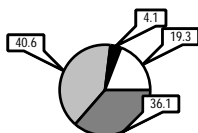
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 163 | 100.0 | 28.1 | 43.8 | 28.1 | 0.0 | 38.8 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 94 | 100.0 | 33.7 | 41.3 | 25.0 | 0.0 | 32.6 | | |
| Female | 69 | 100.0 | 20.6 | 47.1 | 32.4 | 0.0 | 47.1 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 60 | 100.0 | 20.0 | 45.0 | 35.0 | 0.0 | 46.7 | Yes | Yes |
| African American | 96 | 100.0 | 33.7 | 42.1 | 24.2 | 0.0 | 33.7 | Yes | Yes |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 2 | 100.0 | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 113 | 100.0 | 23.0 | 44.2 | 32.7 | 0.0 | 46.0 | | |
| Disabled | 50 | 100.0 | 40.4 | 42.6 | 17.0 | 0.0 | 21.3 | I/S | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 163 | 100.0 | 28.1 | 43.8 | 28.1 | 0.0 | 38.8 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 2 | 100.0 | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 161 | 100.0 | 28.1 | 43.8 | 28.1 | 0.0 | 38.8 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 100 | 100.0 | 31.6 | 48.0 | 20.4 | 0.0 | 32.7 | No | Yes |
| Full-pay meals | 63 | 100.0 | 22.6 | 37.1 | 40.3 | 0.0 | 48.4 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|-----|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 163 | 100.0 | 39.4 | 43.8 | 14.4 | 2.5 | 25.0 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 94 | 100.0 | 42.4 | 42.4 | 12.0 | 3.3 | 22.8 | | |
| Female | 69 | 100.0 | 35.3 | 45.6 | 17.6 | 1.5 | 27.9 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 60 | 100.0 | 28.3 | 45.0 | 23.3 | 3.3 | 40.0 | Yes | Yes |
| African American | 96 | 100.0 | 46.3 | 42.1 | 9.5 | 2.1 | 14.7 | Yes | Yes |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 2 | 100.0 | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 113 | 100.0 | 23.9 | 55.8 | 16.8 | 3.5 | 30.1 | | |
| Disabled | 50 | 100.0 | 76.6 | 14.9 | 8.5 | 0.0 | 12.8 | I/S | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 163 | 100.0 | 39.4 | 43.8 | 14.4 | 2.5 | 25.0 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 2 | 100.0 | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 161 | 100.0 | 39.4 | 43.8 | 14.4 | 2.5 | 25.0 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 100 | 100.0 | 49.0 | 41.8 | 8.2 | 1.0 | 15.3 | No | Yes |
| Full-pay meals | 63 | 100.0 | 24.2 | 46.8 | 24.2 | 4.8 | 40.3 | | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 163 | 100.0 | 55.6 | 31.3 | 9.4 | 3.8 | 13.1 |
| Gender | | | | | | | |
| Male | 94 | 100.0 | 62.0 | 25.0 | 8.7 | 4.3 | 13.0 |
| Female | 69 | 100.0 | 47.1 | 39.7 | 10.3 | 2.9 | 13.2 |
| Racial/Ethnic Group | | | | | | | |
| White | 60 | 100.0 | 40.0 | 35.0 | 18.3 | 6.7 | 25.0 |
| African American | 96 | 100.0 | 65.3 | 28.4 | 4.2 | 2.1 | 6.3 |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 2 | 100.0 | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 113 | 100.0 | 44.2 | 38.1 | 12.4 | 5.3 | 17.7 |
| Disabled | 50 | 100.0 | 83.0 | 14.9 | 2.1 | 0.0 | 2.1 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 163 | 100.0 | 55.6 | 31.3 | 9.4 | 3.8 | 13.1 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 2 | 100.0 | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 161 | 100.0 | 55.6 | 31.3 | 9.4 | 3.8 | 13.1 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 100 | 100.0 | 70.4 | 22.4 | 4.1 | 3.1 | 7.1 |
| Full-pay meals | 63 | 100.0 | 32.3 | 45.2 | 17.7 | 4.8 | 22.6 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|-----|------|
| Social Studies | | | | | | | |
| All Students | 163 | 100.0 | 44.4 | 40.6 | 12.5 | 2.5 | 15.0 |
| Gender | | | | | | | |
| Male | 94 | 100.0 | 52.2 | 35.9 | 8.7 | 3.3 | 12.0 |
| Female | 69 | 100.0 | 33.8 | 47.1 | 17.6 | 1.5 | 19.1 |
| Racial/Ethnic Group | | | | | | | |
| White | 60 | 100.0 | 38.3 | 36.7 | 20.0 | 5.0 | 25.0 |
| African American | 96 | 100.0 | 46.3 | 45.3 | 7.4 | 1.1 | 8.4 |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 2 | 100.0 | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 113 | 100.0 | 33.6 | 46.0 | 16.8 | 3.5 | 20.4 |
| Disabled | 50 | 100.0 | 70.2 | 27.7 | 2.1 | 0.0 | 2.1 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 163 | 100.0 | 44.4 | 40.6 | 12.5 | 2.5 | 15.0 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 2 | 100.0 | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 161 | 100.0 | 44.4 | 40.6 | 12.5 | 2.5 | 15.0 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 100 | 100.0 | 49.0 | 40.8 | 8.2 | 2.0 | 10.2 |
| Full-pay meals | 63 | 100.0 | 37.1 | 40.3 | 19.4 | 3.2 | 22.6 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2004 | 3 | 65 | 100.0 | 17.2 | 36.2 | 44.8 | 1.7 | 46.6 |
| | 4 | 46 | 100.0 | 24.4 | 46.7 | 28.9 | N/A | 28.9 |
| | 5 | 58 | 98.3 | 31.5 | 50.0 | 16.7 | 1.9 | 18.5 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 3 | 47 | 100.0 | 10.6 | 55.3 | 34.0 | 0.0 | 34.0 |
| | 4 | 69 | 100.0 | 27.3 | 40.9 | 31.8 | 0.0 | 31.8 |
| | 5 | 47 | 100.0 | 46.7 | 35.6 | 17.8 | 0.0 | 17.8 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2004 | 3 | 65 | 100.0 | 34.5 | 56.9 | 8.6 | N/A | 8.6 |
| | 4 | 46 | 100.0 | 28.9 | 42.2 | 24.4 | 4.4 | 28.9 |
| | 5 | 58 | 98.3 | 25.9 | 51.9 | 11.1 | 11.1 | 22.2 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 3 | 47 | 100.0 | 36.2 | 51.1 | 10.6 | 2.1 | 12.8 |
| | 4 | 69 | 100.0 | 43.9 | 33.3 | 19.7 | 3.0 | 22.7 |
| | 5 | 47 | 100.0 | 37.8 | 48.9 | 11.1 | 2.2 | 13.3 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 47 | 100.0 | 53.2 | 42.6 | 4.3 | 0.0 | 4.3 |
| | 4 | 69 | 100.0 | 53.0 | 28.8 | 13.6 | 4.5 | 18.2 |
| | 5 | 47 | 100.0 | 62.2 | 22.2 | 8.9 | 6.7 | 15.6 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 47 | 100.0 | 40.4 | 48.9 | 8.5 | 2.1 | 10.6 |
| | 4 | 69 | 100.0 | 36.4 | 39.4 | 19.7 | 4.5 | 24.2 |
| | 5 | 47 | 100.0 | 60.0 | 33.3 | 6.7 | 0.0 | 6.7 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------------------|------------------------------|---|---------------------------------|
| Students (n= 308) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No change | 100.0% | 100.0% |
| Retention rate | 1.3% | Down from 2.6% | 3.2% | 3.0% |
| Attendance rate | 97.3% | Up from 96.7% | 96.4% | 96.3% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 22.2% | Up from 19.6% | 4.7% | 3.7% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 14.7% | Up from 13.1% | 3.6% | 3.2% |
| Eligible for gifted and talented | 11.0% | Up from 4.8% | 13.4% | 12.0% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 16.9% | Down from 17.4% | 9.3% | 8.2% |
| Older than usual for grade | 0.0% | Down from 0.7% | 0.8% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 31) | | | | |
| Teachers with advanced degrees | 58.1% | Down from 61.8% | 54.2% | 52.6% |
| Continuing contract teachers | 87.1% | Down from 97.1% | 85.0% | 83.3% |
| Highly qualified teachers | 96.6% | Up from 96.4% | 92.7% | 93.5% |
| Teachers with emergency or provisional certificates | 3.6% | Up from 0.0% | 0.0% | 0.0% |
| Teachers returning from previous year | 81.8% | Down from 86.9% | 88.0% | 87.0% |
| Teacher attendance rate | 94.2% | Down from 94.8% | 95.1% | 95.0% |
| Average teacher salary | \$41,936 | Up 0.1% | \$41,823 | \$41,703 |
| Prof. development days/teacher | 11.6 days | Down from 17.7 days | 13.0 days | 12.8 days |
| School | | | | |
| Principal's years at school | 8.0 | Up from 7.0 | 4.5 | 4.0 |
| Student-teacher ratio in core subjects | 15.6 to 1 | Up from 15.2 to 1 | 18.9 to 1 | 18.8 to 1 |
| Prime instructional time | 89.8% | Up from 89.4% | 89.8% | 89.8% |
| Dollars spent per pupil* | \$9,117 | Up 4.3% | \$6,171 | \$6,242 |
| Percent of expenditures for teacher salaries* | 64.5% | Up from 62.8% | 65.7% | 65.8% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | Up from 98.0% | 99.0% | 99.0% |
| SACS accreditation | No | No change | Yes | Yes |
| Character development program | Excellent | Up from Good | Excellent | Good |
| * Prior year audited financial data are reported. | | | | |
| | Our District | | State | |
| Highly qualified teachers in low poverty schools | 92.6% | | 89.4% | |
| Highly qualified teachers in high poverty schools | N/A | | 90.1% | |
| | State Objective | | Met State Objective | |
| Highly qualified teachers in this school | 65.0% | | Yes | |
| Student attendance in this school | 95.3% | | Yes | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The School Improvement Council of Sunset Park Elementary School has prepared this summary report of the school's accomplishments for the 2004-2005 school year and the goals for the 2005-2006 school year.

During the 2004-2005 school year, Sunset Park Elementary School began its first year of operation under a modified calendar program. Sunset Park students attended school for four nine-week periods which were each followed by a 15 day Intersession. During the Intersession period, a comprehensive program was implemented to not only meet students' remediation needs, but also provided programming to address students' individual gifts and talents. Sunset Park continued its affiliation with the Accelerated Schools Project through the College of Charleston satellite center and was chosen as one of only four schools in the country to receive the designation of "Demonstration Site School" for designing and implementing exceptional programming for students.

Sunset Park welcomed two new teachers to the staff this year. The school also continued to employ a full-time literacy coach for K5-5th grade, and provided a full-time science lab instructor for grades 3-5.

The school leadership team met in June to plan for the 2005-2006 school year. Goals developed during this planning session included continuing our sixty minute uninterrupted literacy block, creation of an uninterrupted math block, expansion of our Intersession programs, continuing our ASP Demonstration Site status, and implementing our uniform code of dress program.

The school administration, in conjunction with SIC and PTO executive board has established three additional goals: to increase number of students scoring basic, proficient, and advanced in each category by 5% on PACT, to apply for and earn the Exemplary Writing Award, and to implement a new technology program which will accelerate the computer skills of all Sunset Park students.

David Rawlinson
Principal

Christy McMillin-Goodwin
School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 28 | 39 | 27 |
| Percent satisfied with learning environment | 96.4% | 74.4% | 100.0% |
| Percent satisfied with social and physical environment | 92.3% | 81.6% | 100.0% |
| Percent satisfied with school-home relations | 85.7% | 86.8% | 81.5% |

*Only students at the highest elementary school grade level at this school and their parents were included.